

**GENERAL SERVICES ADMINISTRATION
Federal Supply Service
Authorized Federal Supply Schedule Price List**

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**Mission Oriented Business Integrated Services
(MOBIS)**

NAICS: 611430 Professional and Management Development Training

FSC/PSC Code : U006

FSC Class(es)/Product code(s) and/or Service Codes: U006

Contract number GS-02F-0012X

For more information on ordering from Federal Supply Schedules click on the FSS Schedules button at fss.gsa.gov.

Contract period: October 22, 2010 to Oct 21, 2015

**American University
Key Executive Leadership Certificate Program
4400 Massachusetts Ave, NW
Washington, DC
20016-8200
FAX Number: (202) 966-4260
Website Address: <http://www.american.edu/>**

Business size: Other than Small

1a. Table of awarded special item number(s) with appropriate cross-reference to item descriptions and awarded price(s).

1. Key Executive Leadership Certificate Program

GSA Pricelist

Number of Applicants	GSA Price with IFF
1-2	\$16,926.95
3-4	\$15,516.37
5+	\$14,811.08

Program Description:

The Program challenges students to change with the goal of increasing their leadership capacity through the creation of a trusting cohort environment that encourages collaborative learning; six executive coaching sessions to provide student support for personal change; two 360 degree evaluations, one at the beginning and one at the end of the program to measure progress in acquiring emotional intelligence; and scholar/practitioner professors rooted in public administration and current public management knowledge, values, and skills who are skillful teachers of adult learners.

Students who choose to write an 8-10 page paper at the end of each course, receive 12 credits toward a Masters Degree in Public Administration at American University. Customers have the option of requiring the applicants they submit for admission to the Program to write a 8-10 page paper at the conclusion of each course.

(A) Course Descriptions

Diagnosis of Current Leadership Skills and Creating a Plan for Future Development

In this course, participants build a safe, supportive, collaborative learning community and are challenged to replicate it with those they lead. Participants explore, who am I as a leader, and, who do I want to become as a leader? The role of a 360-degree assessment from a wide range of coworkers, which provides insight into how others perceive the leadership skills of the participant, will be discussed.

In addition, participants will learn how to leverage their emotional intelligence competencies in self-awareness, self-management, and social awareness to enhance social skills such as influencing others, building consensus, handling conflict, and leading change in pursuit of agency goals. Finally participants develop confidence to pursue the path of becoming an extraordinary leader, learn about inquiring leadership and the benefits of leaders asking questions of themselves and others, and about action learning and how to use it.

Transforming from Managing to Leading

This course is organized around three roles that are essential to increasing leadership capacity: coaching, leading, and brokering. In the coach role, the individual values people as resource to be developed. The leader role is expected to reposition and adapt the organization to respond to external environmental factors and forces. The broker role advocates, protects, and promotes unit effectiveness by maintaining external legitimacy and by working in a politically astute and persuasive manner. In addition, participants will discuss the importance of building trust in government by operating with civility and high personal integrity.

Leader as a Team Builder and Facilitator

A leader must understand who he/she is in relation to the team and what it will take to leverage the potential of the team. Participants learn different aspects of team and group dynamics, levels of systems and their impact on teams, overt and covert processes, political dynamics, and stages of group development.

The major methodology used in the module is to learn how to become team builders and facilitators by working in smaller teams where participants take turns at facilitating the group. Specific content areas include communications, decision-making, group dynamics, group development, diversity, conflict resolution, leadership, and managing transitions.

Leading in the Context of Constitutional Government

Public sector leadership in the U.S. takes place within a democratic-constitutional framework defined by constitutional and administrative law. Legal requirements may be consonant or at odds with achieving mission-based results, cost-effectiveness, motivating employees, and serving customers. However, they are binding on all public managers and employees.

This course shows how and why constitutional-legal requirements and the values underlying them must be integrated into general administrative processes, practices, and systems. It explains the structure of individual constitutional rights, such as equal protection and procedural due process, as well as the rationale for administrative law's commitment to public participation, representation, open government, and fair treatment of individuals. The module demystifies constitutional and administrative law, improves non-lawyers' communication and understanding of lawyers, and illustrates how to think about law in the context of leadership.

Leading Organizational Change to Improve Results

This course addresses the importance of managing change effectively to successfully implement public policy. Participants will explore their strengths and areas for development as a leader of change. In addition, participants will understand 1) the stages of the change cycle; 2) how to set the stage for a successful change effort; 3) how employees react to change and appropriate management responses; 4) strategies for anticipating and moving beyond resistance; 5) how to implement a successful change effort; 6) how to build a strategic partnership with your boss; 7) how to manage yourself in the midst of organizational change back to Leadership Scholarship page.

Leading Through Strategic Communication

This course discusses how to bring the strategic planning and marketing principles that have long been successful in the private sector to public policy work. Topics explored include how to 1) create a strategic plan to determine your communications objectives; 2) develop an audience-based communications strategy; 3) test concepts and materials; and 4) develop integrated media plans.

The module also looks at how to create a marketing communication strategy that goes beyond informing, and begins transforming audiences. Finally, as a government entity or an organization with a social mission, participants need to become depositories of public trust in order to be effective in their work. To achieve this, participants talk about how good branding can allow clear speaking in the midst of competing efforts and a cluttered marketplace.

Leadership Skills for Program Goal Setting, Monitoring, and Evaluation

This course will provide exposure to the history and methods of program evaluation and the relationship of program evaluation to performance measurement in the context of the Government Performance and Results Act of 1993. The use of program evaluation to inform leadership and decision-making challenges in several different federal organizations will be highlighted, with opportunities for participants to offer their insights (or hindsight) based on their own experiences.

Leading Effective Public Policy Implementation

This course focuses on creating internal collaboration between career executives, political appointees, employees, and union representatives to successfully integrate technology, organizational design, and human capital development to achieve organizational results. In addition, there is a focus on creating external collaboration with OMB and Congress to ensure implementation of plans created.

Participants use individual reflection exercises to build insights and helpful perspectives on issues they are presently facing. Participants are encouraged to build networks and support systems among themselves, faculty, and coaches.

(B) Length of course:

The Program consists of eight, four-day courses offered every other Friday/Saturday from 9:00 a.m. to 4:00 p.m. for approximately eight months. The Program is offered on an open enrollment basis in the fall and spring where customers may purchase one or more seats, or, in the alternative, customers may purchase a cohort (18-20 seats), and obtain flexibility in scheduling (e.g. scheduling classes from 1:00 p.m. on Monday to noon on Friday with, for example, six weeks between each of the classes to enable students to attend from outside of Washington, DC).

(C) Minimum/Maximum number of participants:

The maximum number of participants is 20, and in the open enrollment program, the minimum number of students is at the discretion of the Director. For customers purchasing a cohort, the maximum number of students is 20, and the minimum number is 18.

(E) Support materials provided as part of the course:

All books and reading materials as follow

Course 1: Diagnosis of Current Leadership Skills and Creating a Plan for Future Development

1. Adams, M. (2004). *Change Your Questions, Change Your Life*. Berrett-Koehler.
2. Goleman D., Boyatzis R. and McKee, A. (2004). *Primal Leadership: Learning to Lead with Emotional Intelligence*. Harvard Business School Press.
3. Goldsmith, M. (2007) *What Got You Here Won't Get You There: How Successful People Become Even More Successful!* Hyperion Books.

4. Hart, E. W. and Kirkland, K. (2001). *Using Your Executive Coach*. Center for Creative Leadership.
5. Kramer, R. (2007). "How Might Action Learning Be Used to Develop the Emotional Intelligence and Leadership Capacity of Public Administrators?" *Journal of Public Affairs*, 13 (2), pp. 205-246.
6. Kramer, R. (2007). "Leading Change Through Action Learning." *The Public Manager*, 36 (3), pp. 38-44.

Course 2: Transforming from Managing to Leading

1. Maister, David H. *True Professionalism*
2. "Shared Inquiry Facilitation" Source: *An Introduction to Shared Inquiry*. (The Great Books Foundation, 1992)
3. Zauderer, D. "The Benefit of Dialogue in Public Management." *The Public Manager*. Winter: 27-30.
4. Goleman, D. (2004). "Best of HBR 1998: What Makes a Leader?" *Harvard Business Review*, January.
5. Zauderer, D. (2006). "Leadership Lessons from World-Class Coaches." *The Public Manager*. Fall: 20-25.
6. Zauderer, D. (2005) "Leading with character." *The Public Manager*, Spring: 44-50.
7. Zauderer, D. (2002). "Workplace Incivility and the Management of Human Capital." *The Public Manager*, Spring: 36-42.
8. Carbone, L. (2007) Chapter 10: Engineering experience that build trust in government. *The Trusted Leader: Building Relationships that Make Government Work*. Eds. Newell, T., Reeher, G., Ronayne, P. CQ Press. 267-285.
9. Kotter, J. (2007). "Best of HBR: Leading Change Why Transformation Effort Fail." *Harvard Business Review*, January.
10. Zauderer, D. (2005). "The Art of Political Framing." *The Public Manager*, Winter: 65-67.
11. Heifetz, R.A. and M. Linsky (2002). "A Survival Guide for Leaders." *Harvard Business Review*, June.
12. Gabarro, J.J. and J.P. Kotter (2005). "Best of HBR 1980: Managing Your Boss." *Harvard Business Review*, January.

Course 3: Leading in the Context of Constitutional Government

1. Supplementary Material contained in a binder distributed to each participant.
 - a. Hypothetical TV News Interview
 - b. *Marbury v. Madison* (U.S. Sup Ct. 1803)
 - c. *Cleveland Board of Education v. Loudermill* (U.S. Sup Ct. 1985)
 - d. *Pickering v. Board of Education* (U.S. Sup Ct. 1968)
 - e. *Connick v. Myers* (U.S. Sup Ct. 1983)
 - f. *Rankin v. McPherson* (U.S. Supreme Court 1987)
 - g. *Garcetti v. Ceballos* (U.S. Sup Ct 2006)
 - h. Whistleblower Protection: 5 U.S.C. §2302(b)(8)
 - i. Case study: Park Police Chief Theresa Chambers
 - j. *Craig v. Boren* (Sup Ct. 1976)
 - k. *U.S. v. Virginia*, (Sup Ct. 1969)
 - l. *Loving v. Virginia* (U.S. Supreme Court)
 - m. *Planned Parenthood v. Casey* (U.S. Supreme Court 1974)
 - n. *Lawrence v. Texas* (U.S. Sup Ct. 2003)
 - o. *INS v. Chadha* (U.S. Supreme Court 1983)
 - p. *Youngstown Sheet and Tube v. Sawyer* (U.S. Supreme Court 1952)
 - q. *Massachusetts v. EPA* (Supreme Court 2007)
 - r. *Hope v. Pelzer* (U.S. Supreme Court, 2002)

- s. Sloan v. HUD (D.C. Circuit Ct, 2001)
- t. Brune v. IRS (US District Court 1996)
- u. Dong v. Smithsonian Institute (US District Court, 1996)
- v. Waters v. Thornburgh (US Court of Appeals, 1989)
- w. Cardamone v. Cohen (US Court of Appeals, 2000)

Course 4: Leader as a Team Builder and Facilitator

1. Richard G. Weaver and John D. Farrell, *Managers as Facilitators – a Practical Guide to Getting Work Done in a Changing Workplace*, Berrett & Koehler, San Francisco, CA, 1997.
2. Judith A. Waterman and Jenny Rogers, Introduction to the FIRO-B Instrument, 2004.
3. Supplementary articles that will be provided:
 - a. Definition of a team
 - b. The Experiential Learning Cycle
 - c. Stages of Group Development
 - d. Agree-Disagree Statements
 - e. Role Functions in a Group
 - f. The Johari Window
 - g. Primary characteristics of the Lion/Fox/Bear
 - h. Human Resources Development Theory
 - i. Team Development Scale

Course 5: Leading Organizational Change to Improve Results

1. Books:
 - a. Bridges, W. (2003). *Managing Transitions*. Da Capo Press; 2nd ed.
 - b. Joseph S. Nye Jr. *The Powers to LEAD*
2. Supplementary Material contained in a binder distributed to each participant.
 - a. Doppelt, “Chapter 5: Sustainability, governance and organizational change.”
 - b. OECD Observer (2004). “Policy Brief: Public Sector Modernization.” Organisation for Economic Co-operation and Development.
 - c. Capelle, “Levels of Human Systems” International Human Systems Institute
 - d. John P. Kotter, “Leading Change: Why Transformation Efforts Fail,” *Harvard Business Review*, January 1, 2007. (Skim or re-read from previous course)
 - e. Ulrich, D. (1998) “A New Mandate for Human Resources.” *Harvard Business Review*. January-February.
 - f. Ladder of Inference
 - g. “Communicating inclusion and guidelines for feedback” Adapted from Cohen, Fink, Gadon & Williams (1988). *Effective Behavior in Organizations* (4th ed.).
 - h. Kambly, A. (1971) *The ABC's of PAC: An Introduction to Transactional Analysis*. University Center.
 - i. Briggs Myers, Isabel. (1984) “Publishers Forward.” *Gifts Differing*. Consulting Psychologists Press, Inc.
 - j. Myers Briggs Type Indicator
 - k. Beckhard Change Formula
 - l. Forcefield Analysis
 - m. Tannenbaum & Schmidt, A continuum of Leader Behavior
 - n. Bellman, G.M. (2001) *Getting Things Done When You're Not In Charge* (2nd Ed.) Berrett-Koehler.
 - o. Fox, “An Individual's Choice”
 - p. Salerno, A. and Lillie Brock (2008). *The Change Cycle: How People Can Survive and Thrive in Organizational Change*. Berrett-Koehler Publishers.

- q. Goleman, D. (2004). "Best of HBR 1998: What Makes a Leader?" *Harvard Business Review*, January.
- r. Ibarra, H. & M. Hunter. (2007) How Leaders Create and Use Networks. *Harvard Business Review*, January.

Course 6: Leadership Skills for Program Goal Setting, Monitoring, and Evaluation

- 1. Joseph S. Wholey, Harry P. Hatry, and Kathryn E. Newcomer: *Handbook of Practical Program Evaluation*, Jossey Bass Publishers, 2004.
- 2. Paul W. Mattessich: *The Manager's Guide to Program Evaluation*, Amherst H Wilder Foundation, 2003.
- 3. U.S. Government Accountability Office, *Performance Measurement and Evaluation: Definitions and Relationships*, GAO/GGD-98-26 (a tri-fold brochure)
- 4. U.S. Government Accountability Office, *Program Evaluation: Studies Helped Agencies Measure or Explain Program Performance*, GAO/GGD-00-204
- 5. Kathryn E. Newcomer and Mary Ann Scheirer: *Using Evaluation to Support Performance Management: A Guide for Federal Executives*, PricewaterhouseCoopers Endowment for the Business of Government, 2001

Course 7: Leading through Strategic Communication

- 1. Andresen, K. (2005). *Robin Hood Marketing: Stealing Corporate Savvy to Sell Just Causes*. San Francisco, CA: Jossey-Bass.

Course 8: Leading Effective Public Policy Implementation

- 1. Quinn, R. (1996). *Deep Change, Discovering the Leader Within*. Jossey-Bass Inc., San Francisco, Calif.
- 2. Supplementary Material contained in a binder distributed to each participant.
 - a. Memorandum for Chief Human Capital Officers from OPM Director, Linda Springer RE: OPM Executive Core Qualifications.
 - b. OPM Leadership Competency Crosswalk to Emotional Intelligence
 - c. Governmental Organizations Need New Capabilities to Operate in the 21st Century Public Management Environment
 - d. What Skills Do you Need as a Supervisor, Manager, and SES Executive?
 - e. Hill, Linda. (2007) "Becoming the Boss" *Harvard Business Review*. January: 49-56.
 - f. Anacona, D., T.W. Maone, W.J. Orlikowski, and P.M. Senge. (2007) "In Praise of the Incomplete Leader," *Harvard Business Review*. February: 92-100.
 - g. Roberts, L. M., G. Sprietzer, J. Dutton, R. Quinn, E. Heaphy and B. Barker (2005). "How to Play Your Strengths," *Harvard Business Review*. January: 75-80.
 - h. Fairholm, Matthew R. (2004). "Different Perspectives on the Practice of Leadership" *Public Administration Review*, Vol. 64, no. 5:577-590.
 - i. Stayer, Ralph (1990). "How I Learned to Let My Workers Lead," *Harvard Business Review*, September/October: 32-41.
 - j. Manz, Charles C., Henry P. Sims, Jr. (1991) "SuperLeadership: Beyond the Myth of Heroic Leadership," *Organization Behavior Reader*. Eds. Osland, Kolb, Rubin. 7th Ed (2001): 383.
 - k. Case Study: Susan Franklin
 - l. Values Introduction
 - m. Kim, Daniel (2002). "Foresight as the Central Ethic of Leadership," *Voices of Leadership - Robert Greenleaf Series*.
 - n. Ibarra & Obodaru(2009). "Women and the Vision Thing." *Harvard Business Review*, January.
 - o. Schwartz, Values and Their Application
 - p. Collins, Jim (2001). "Level 5 Leadership" *Harvard Business Review*, January: 67-76.
 - q. Kaplan, Robert S. (2007). "What to Ask the Person in the Mirror," *Harvard Business Review*, January: 86-95.

- r. Quinn, Robert E. (2001). "Mastering Competing Values: An Integrated Approach to Management," *Organization Behavior Reader*. Eds. Osland, Kolb, Rubin, 7th Ed.
- s. Abrashoff, D. Michael (2001). "Retention through Redemption," *Harvard Business Review*, February: 2-7.
- t. Herzberg, Frederick (2003). "One More Time: How Do You Motivate Employees?" *Harvard Business Review*, January: 2-11.
- u. Schein, Edgar H. (1997). "Uncovering the Levels of Culture" *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass. 16-27.
- v. Schein, Edgar H. (1996). "Three Cultures of Management: The Key to Organizational Learning." *Sloan Management Review*, Vol. 38, no. 1 (Fall): 9-12.
- w. Processes for Managing Conflict
- x. Creekmore, Rob (1999). "Dialogue: The Art of Transforming Diversity of Opinion into an Asset Rather than a Problem."
- y. Federal Labor Relations Authority (1999). "Guidance Memorandum: Developing a Labor Relations Strategic Plan." Office of General Counsel, Joe Swerkzewski. Washington, DC.
- z. Public Sector Consortium (2003). "The Leadership Dilemma in a Democratic Society." *Society for Organizational Learning*. Available at: http://www.govleaders.org/leadership_dilemma.htm. site last visited 5/15/08

2. American University Senior Program Manager Certificate Program

GSA Pricelist

Participant	GSA Price with IFF
Each	\$8,887
Six executive coaching sessions, and two 360-degree evaluations, one at the beginning and one at the end of the program	\$3,456

Program Description:

The Program addresses all of the Federal Acquisition Institute's (FAI) senior program management Federal Acquisition Certification for Program and Project Managers (FAC-P/PM) competencies and aligned skills, and challenges students to move from a project and functional staff position to a leadership position within the federal acquisition structure by increasing their substantive knowledge, confidence, and ability to lead. Students are challenged to change by increasing their leadership capacity through the creation of a trusting and collaborative cohort learning environment; optional executive coaching to provide student support for personal change that includes six executive coaching sessions and two 360 degree evaluations, one at the beginning and one at the end of the program to measure progress; scholar/practitioner professors rooted in public administration and current public management knowledge, values, and with cutting edge knowledge of designing skills who are skillful teachers of adult learners.

Students who complete all six courses in the Program receive six credits toward a Masters Degree in Public Administration at American University.

(A) Course Descriptions: Key Senior Program Manager Certificate Program

Leading People for Strategic Execution in the Acquisition Environment

- Build and sustain high performing teams
- Coach to improve performance
- Motivate people across diverse functional areas
- Lead change and develop strategic communications and stakeholder mobilization plans

Federal Acquisition Strategy Environment

- Understand the federal acquisition environment and the natural tensions between requirements, resources, and the federal acquisition process
- Develop and execute a comprehensive acquisition solution

- Conduct needs, gap, alternative, and issues analyses
- Assess material and non-material approaches across decision-support systems to meet department/agency needs
- Conduct effectiveness, suitability, and critical technologies assessments
- Monitor and oversee estimated costs, sensitivities, risks, and competition activities

Federal Planning, Programming, Budgeting, and Acquisition Policies

- Oversee the OMB-11 process
- Navigate the programming, budgeting and execution of federal funds and resources
- Implement a business strategy within FAR constraints – from overall acquisition strategy to final contract award

Senior Integrated Program management and Key Federal Acquisition Topics

- Integrate the various disciplines in the acquisition environment in innovative ways to meet program needs
- Apply systems-level thinking to understand the interrelationship between products, people, resources, tools, functions, and the processes that can set the program management office up for success

Program Performance Measurement and Federal Acquisition Reporting

- Apply best practices that integrate, baseline and track performance information – from cost estimating, risk management, earned value management (EVM) scheduling and technical performance measures

Putting it All Together: Acquisition Cases (Capstone Course)

- Apply the action learning approach to effectively lead your organization through an acquisition life cycle
- Assessing recent/current federal acquisition programs to identify challenges and potential solutions

(B) Length of course:

The Program consists of six, four-day courses offered every other Monday/Tuesday from 9:00 a.m. to 4:00 p.m. for approximately six months. The Program is offered on an open enrollment basis where customers may purchase one or more seats, or, in the alternative, customers may purchase a cohort (18-20 seats), and obtain flexibility in scheduling (e.g. scheduling classes from 1:00 p.m. on Monday to noon on Friday with, for example, six weeks between each of the classes to enable students to attend from outside of Washington, DC).

(C) Minimum/Maximum number of participants:

The maximum number of participants is 22, and in the open enrollment program, the minimum number of students is at the discretion of the Director. For customers purchasing a cohort, the maximum number of students is 22, and the minimum number is 18.

(E) Support materials provided as part of the course:

Leading People for Strategic Execution in the Acquisition Environment

1. Lencioni, Patrick, *The Five Dysfunctions of a Team*, Jossey-Bass Inc., San Francisco, Calif. (2002)
2. Adams, Marilee, *Change Your Questions, Change Your Life*, 2d edit. Berrett-Kohler, San Francisco, Calif. (2009)

3. Mintzberg, "Rebuilding Companies as Communities," Harvard Business Review, (July-August 2009);
4. Manz and Sims, "Superleadership: Beyond the Myth of heroic Leadership. *Organizational Dynamics*, 19, no.4. (Spring 1991) 18-35.
5. Collins, J. (2005). The Best of HBR 2001: Level 5 Leadership, The Triumph of Humility and Fierce Resolve. *Harvard Business Review* (July-August);and
6. Goleman "Leadership that Gets Results," *Harvard Business Review*, Executive Edition (Summer 2006)
7. Davidson, A., Cuellar, G. (2002). "Chapter 67: Using Creative and Survival Cycles to See and Shift Mental Models." *The Skilled Facilitator Field book: Tips, Tools, and Tested Methods for Consultants, Facilitators, Managers, Trainers and Coaches*. San Francisco: Jossey-Bass.Schwarz;
8. Values and Their Application (Roger Schwartz & Associates, Inc. From *The Skilled Facilitator; A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches* by Roger Schwartz. Published by Jossey Bass, 2002.);
9. Kim, Daniel H. (2002). "Foresight as the Central Ethic of Leadership." Indianapolis, IN: Greenleaf Center for Servant Leadership.
10. Processes for Managing Conflict (Binder)
11. Abrashoff, D. Michael, "Retention Through Redemption," Harvard Business Review, (February 2001)

Federal Acquisition Strategy Environment

1. OMB Circular A-109, Major System Acquisitions, April 5, 1976 (11 Pages)
2. Circular No. A-11, Preparation, submission and execution of the budget (selected sections)
 - Pages 1-88 (through section 20) ... this provide overview
 - Pages 557-567 (Section 200, overview of strategic plans, performance budgets, and performance and accountability reports, and Section 210, preparing and submitting an agency strategic plan)
 - Page 581-603 (PART 7, planning, budgeting, acquisition, and management of capital assets)
3. OMB paper on Acquisition and Contracting Improvement Plans and Pilots, Dec 2009 (13 pages)

Federal Planning, Programming, Budgeting, and Acquisition Policies

(Material to be added)

Senior Integrated Program management and Key Federal Acquisition Topics

- Solomon, Paul J. and Ralph R. Young. Performance-Based Earned Value®. Hoboken, New Jersey: John Wiley & Sons (IEEE Computer Society). 2007 Klein, Gary. The Power of Intuition. New York, New York: Currency (Doubleday). 2004
- Supplement to office of management and budget circular A-11, part 7: planning, budgeting, and acquisition of capital assets, June 2006 (base document, appendixes will be assigned in subsequent classes - 65 pages)

Program Performance Measurement and Federal Acquisition Reporting

(Material to be added)

Putting it All Together: Acquisition Cases (Capstone Course)

(Material to be added)

1b. Identification of the lowest priced model number and lowest unit price for that model for each special item number awarded in the contract. See Pricelist (above)

1c. Not applicable

2. Maximum order: \$1,000,000.00

3. Minimum order. \$100.00

4. Geographic coverage (delivery area). *WORLDWIDE*

5. Point(s) of production (city, county, and State or foreign country). Washington, DC

6. Prices include all discounts.

7. Quantity discounts. See specific offering for quantity pricing.

8. Prompt payment terms. *NET 30*

9a. Government purchase cards are accepted at or below the micro-purchase threshold.

9b. Government purchase cards are accepted above the micro-purchase threshold.

10. Foreign items (list items by country of origin). None

11a. Time of delivery. 30 days

11b. Expedited Delivery. As Negotiated

11c. Overnight and 2-day delivery. As Negotiated

11d. Urgent Requirements. As Negotiated

12. F.O.B. point(s). Destination

13a. Ordering address

**American University
Key Executive Leadership Certificate Program
4400 Massachusetts Ave, NW
Washington, DC
20016-8200**

13b. Ordering procedures: For supplies and services, the ordering procedures, information on Blanket Purchase Agreements (BPA's) are found in Federal Acquisition Regulation (FAR) 8.405-3.

14. Payment address

American University
Key Executive Leadership Certificate Program
4400 Massachusetts Ave, NW
Washington, DC
20016-8200

15. Warranty provision. *STANDARD COMMERCIAL WARRANTY*

16. Not Applicable

17. Terms and conditions of Government purchase card acceptance :None

18. Not Applicable

19. Terms and conditions of installation (if applicable).

20. Not Applicable

20a. Terms and conditions for any other services: Not Applicable

21. List of service and distribution points (if applicable).

22. Not Applicable

23. Not Applicable

24a. Special attributes such as environmental attributes: Not Applicable

24b. Not Applicable

25. Data Universal Number System (DUNS) number. 07-779-5060

26. The contractor is registered in Central Contractor Registration (CCR) database.